



Australian Government  
Department of Education


# Higher Education in Australia

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# Department of Education

- Education office for Latin America established at Australian Embassy, Brasilia in October 2014
  - Counsellor (Education & Science) and two staff
  - Responsible for the Department of Education's engagement in Latin America
  - Exploring opportunities for closer cooperation between Colombia and Australia in education and training, science and research
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# About Australia

Population: 23 million

Largest city: Sydney 5 million

Capital city: Canberra

Surface area: 7.69 mil sq kms

Main language: English

Australians born abroad: 28%



# Australian education system

- Four education sectors: early childhood, schools, vocational education and training, and higher education
- Education and training is shared responsibility of federal government and the eight and state and territory governments
- Co-operation at the Ministerial level on education policy and planning with shared administration and financing




# Australian higher education at a glance (2013)

- 1.31 million Australian and international students (2012: 1.25m)
- 328,402 international students
- Postgraduate 27%, undergraduate 73%
- Female students 56%
- Full-time students 70%




# Australian higher education at a glance (2013)

- 92.5% of students enrolled with 39 public universities
  - 7.5% of students enrolled with 3 private universities and 96 non-university higher education institutions
  - Students from poorer backgrounds (low socio-economic status) increased by 7.1% to make up 17.1% of students
  - Growing sectors: *Engineering and Related Technologies* (+10.5%), *Information Technology* (+8.3%), *Health* (+7.6%)
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# Latin American student enrolments (Sep-14)

All sectors (Higher Education, Vocational Education & Training, English Language, Schools)

- Brazil 19,407 (+26.2%)
  - **Colombia 11,186 (+6.4%)**
  - Chile 2,038 (+13.9%)
  - Mexico 1,951 (+21.4%)
  - Top-4: China 142,484; India 56,307; Vietnam 27,550; Korea 25,089
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# Australia Colombia data snapshot


	COLOMBIA
YTD Enrolments, September 2013	<b>Higher ed</b> 1,265
	<b>VET</b> 1,626
	<b>ELICOS</b> 7,539
	<b>Schools</b> 18
	<b>Other</b> 65
	<b>Total</b> 10,513
YTD Enrolments, September 2014	<b>Higher ed</b> 1,328
	<b>VET</b> 1,871
	<b>ELICOS</b> 7,897
	<b>Schools</b> 21
	<b>Other</b> 69
	<b>Total</b> 11,186
Growth in enrolments (Sept 2013-14)	6.4%
Endeavour Scholarships & Fellowships (2007-15)	<b>Inbound</b> 13
	<b>Outbound</b> 0
Student mobility programs (2008-15)	<b>Inbound</b> 7
	<b>Outbound</b> 33
Active formal agreements with Australian institutions (2014)	63
Joint publications with Australia (2012)	240




# Quality of higher education

- 7 Australian universities in world top-100
  - 19 Australian universities in world top-500 (of 39 in total)
    - US News Global Universities Ranking for 2015 (October 2014)
    - Mainly focused on university research output
  - Australia ranks as ninth best higher education system
    - #1 United States #2 Sweden #3 Canada #4 Denmark #5 Finland
    - (*Universitas 21 Ranking 2014*)
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# Demand driven funding

- 2012: introduction of demand driven system for bachelor courses at public universities
  - The Government now funds all domestic students accepted into eligible bachelor level courses
  - In 2013, 577,700 places were funded - around 23 per cent more than in 2009.
  - Cost of US\$5 billion a year
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# The Higher Education Contribution Scheme (HECS)

- Estimated that students pay 40% of cost of education through a student contribution
  - Students pay between US\$5,100 - US\$8,500 per year
  - Students can delay paying their contribution through HECS
  - The student repays the Government through the taxation system when their income reaches US\$45,000
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# Quality assuring higher education

- TEQSA: The Tertiary Education Quality and Standards Agency (2011)
- Independent national regulation and quality assurance agency
  - Registration of higher education institutions
  - Accreditation of courses
- Risk based approach: based on institution's history of scholarship, teaching and research, financial status and capacity



# TEQSA

- National Register: source of information on the status of institutions
  - [www.teqsa.gov.au/national-register](http://www.teqsa.gov.au/national-register)
- Registration shows the higher education institution is compliant with national standards
- Institutions registered to deliver courses to international students listed on the *Commonwealth Register of Institutions and Courses for Overseas Students*
  - [cricos.deewr.gov.au](http://cricos.deewr.gov.au)

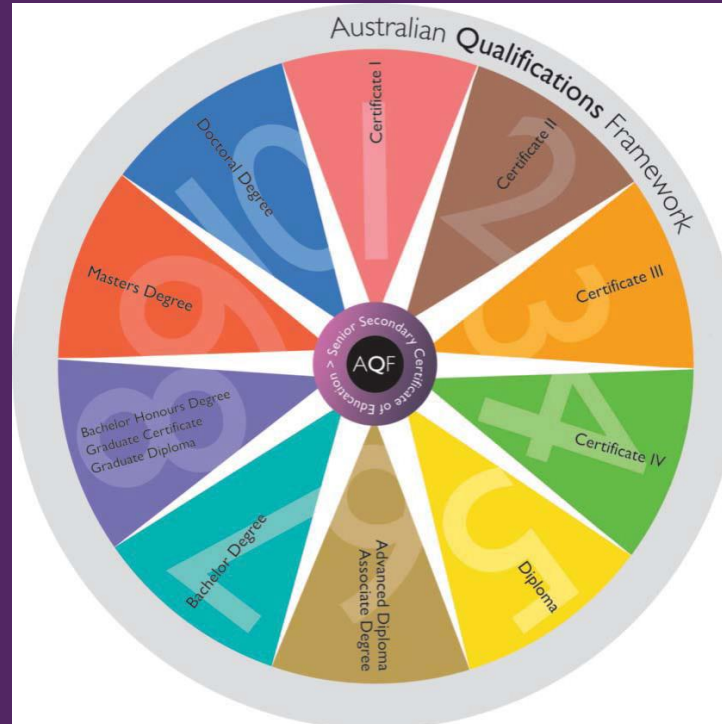


# Australian Qualifications Framework

- National policy for all qualifications across all sectors
- Established in 1995, fully implemented 1999, revised 2013
- Structured by levels and qualification types
- Emphasises flexibility and supports linkages and pathways between the education sectors and the labour market



# Australian Qualifications Framework



Level 1: Certificate I

Level 2: Certificate II

Level 3: Certificate III

Level 4: Certificate IV

Level 5: Diploma

Level 6: Advanced Diploma,  
Associate Degree

Level 7: Bachelor Degree

Level 8: Bachelor Honours  
Degree, Graduate  
Certificate,

Graduate Diploma

Level 9: Masters Degree

Level 10: Doctoral Degree

## AQF Qualification Type Descriptors

### Certificate III – Level 3

<b>Purpose</b>	Qualifies individuals who apply a broad range of knowledge and skills in varied contexts to undertake skilled work and as a pathway to further learning
<b>Knowledge</b>	Graduates will have factual, technical, procedural and theoretical knowledge in an area of work and learning
<b>Skills</b>	<p>Graduates will have:</p> <ul style="list-style-type: none"><li>- Cognitive, technical and communication skills to interpret and act on available information</li><li>- Cognitive and communication skills to apply and communicate known solutions to a variety of predictable problems and to deal with unforeseen contingencies using known solutions</li><li>- Technical and communication skills to provide technical information to a variety of specialist and non-specialist audiences</li><li>- Technical skills to undertake routine and some non-routine tasks in a range of skilled operations</li></ul>



# AQF purpose and role

- Qualifications are recognised across Australia
- Consistency in outcomes for each qualification type
- Supports national standards in education and training
- Communicates what Australian qualifications mean
- Facilitates mobility of learners and workers



# International linkages

- Two projects to align the AQF with the European Qualifications Framework and the New Zealand Qualifications Framework
- Development of the ASEAN Qualifications Reference Framework supported by Australia and New Zealand
  - Framework to support mobility in 10 south-east Asian countries
- Development of joint Colombia and Australia education work plan



**Gracias!**

